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ABSTRACT

The curriculum provides the clinical teacher trainee with objectives and procedures for demonstrating competencies utilizing a performance based individualized curriculum in resource rooms with mildly handicapped educable retarded, learning disabled, and emotionally disturbed elementary school students. The curriculum is described to be a component of the clinical teacher model for special education at Florida State University and is to be field tested prior to dissemination. The aim of the curriculum is said to be competence to produce required student academic and social behaviors for success in the regular classroom. Knowledge objectives, a major test, and competencies are specified for the conceptual model. The model is applied to areas of diagnosis, intervention, and evaluation. Modules are discussed in terms of entering students who take Mastery tests and proceed on an individualized plan. Described for each module are the competency, module cluster, purpose, behavioral objectives, instructional resources/options/activities and sample test items (criterion referenced) The module is said to provide a format for computer-managed instruction. Given for the clinical teacher concept module are clusters of past, contemporary, and future philosophies. Included in the diagnosis module are clusters for behavioral sequences and assessment, administration/scoring/ and interpretation of formal and informal tests, and prescription strategies, Included in the module for intervention are clusters for planning and individualized instruction, and in the evaluation module, clusters for improved pupil instruction and teacher competencies. A final module covers clinical teaching. (For related information see EC 060 271, EC 060 272 and EC 060 274). (MC)

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CLINICAL TEACHER COMPETENCIES FOR SPECIAL EDUCATION

AN INDIVIDUALIZED PERFORMANCE-BASED
TEACHER EDUCATION CURRICULUM

FALL, 1972
Prototype Edition
The Florida State University

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ED 082440

CLINICAL TEACHER COMPETENCIES

FOR SPECIAL EDUCATION

An Individualized Performance-Based

Teacher Education Curriculum

Louis Schwartz and Andrew Oseroff

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Fall, 1972 *Prototype Edition*

The Florida State University

A PUBLICATION OF THE CLINICAL TEACHER MODEL
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CLINICAL TEACHER MODEL
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Preface

The purpose of this guide is to provide the Clinical Teacher Trainee with the objectives and procedures for demonstrating their competencies, utilizing a prototype performance-based individualized instructional curriculum. The curriculum is presented in two parts: (1) Conceptual model of the clinical teacher competencies, and (2) performance-based, individualized instructional modules.

The revised curriculum is the teacher education component of a Special Projects, Prototype, "A Training Model and Evaluation Design for the Preparation of the Clinical Teacher for Interrelated Areas of Special Education," under provisions of P.L. 91-230. Other components of this Special Project, i.e., conceptual model, prototype instructional modules, computer-managed instructional system, and evaluation design have been described in previous quarterly and annual reports to The Bureau of Education for the Handicapped. **Welcome to the System**, a section containing faculty and student directions for using this curriculum is a critical but separate component not contained herein.

The use of this prototype curriculum for pre-service and in-service field trials is restricted to the purpose of documenting the effectiveness of the instruction in producing the desired behaviors in the target population of mildly handicapped Exceptional Children in a learning resource room. The reader is respectfully cautioned to view this curriculum as prototypical instructional material, designed for field trials beginning in the Fall, 1972-73, and to be evaluated and revised prior to general dissemination.

Appreciation is expressed to both graduate and undergraduate students in the Project for their recommendations for revision based upon their two years' experience with the original prototype materials. Particularly, the contribution of Darol Graham, Project Evaluator, is noted for the process by which the conceptual models for the teacher competencies evolved.

TABLE OF CONTENTS

Preface iii

I Conceptual Model of Clinical Teacher Competencies 1

Overview 1
Competency Outcomes 1
Clinical Teacher Concept 3
Diagnosis 5
Intervention 7
Evaluation 9

II Performance-based individualized instructional modules 11
Table of Modules
CLINICAL TEACHER CONCEPT 12
Heritage, Contemporary, Future
CTC-1 Heritage 1700-1900 13
CTC-2 Contemporary 1900-1968 16
CTC-3 Future–Generic Approach 19

DIAGNOSIS 22
Desired Behavioral Sequences 23
DIA-20 Pupil Objectives 23

Assessing Pupil Behaviors
DIA-21 Systematic Observation 25
DIA-22 Familiarization with Formal and Informal Testing 28

Administration, Scoring, and Interpretation of Formal Tests
DIA-23 Wechsler Intelligence Scale for Children 30
DIA-24 Illinois Test of Psycholinguistic Abilities. 32
DIA-25 Frostig Developmental Test of Visual Perception 34
DIA-26 Slosson Intelligence Test and Slosson Oral Reading Test 36
DIA-27 The Wide Range Achievement Test 38
DIA-28 Gates-McKillop Reading Diagnostic Test 40
DIA-29 Metropolitan Readiness and Achievement Tests 42

Constructing, Administering, Scoring, and Interpreting Informal Tests
DIA-30 Criterion-Referenced Tests 44

Prescribing Pupil Objectives and Instructional Strategies
DIA-31 Individualized Instructional Strategies 46
DIA-32 Profile 48

INTERVENTION 50
Planning Individualized Instruction
INT-40 Selecting Instructional Resources 51
INT-41 Behavioral Engineering 53
INT-42 Performance Contracts 57

Conducting Individualized Instruction
INT-43 Implementing the Performance Contract 59

EVALUATION
Improving Pupil Instruction
EVA-60 Assessing Pupil and Curriculum Performance 64
EVA-61 Designing Instructional Modules 66

Improving Teacher Competencies
EVA-62 Designing an Individualized Master's Program 68

CLINICAL TEACHING
Internship
CT-80 Producing Pupil Gains 62

PART I

CONCEPTUAL MODEL OF CLINICAL TEACHER COMPETENCIES

Overview

The goal of special education for mildly handicapped children (educable mentally retarded, learning disabilities, and emotionally disturbed) is to produce the required academic and social behaviors for succeeding in the regular classroom. The clinical teacher education program produces the teacher competencies of observation, intervention, and evaluation necessary to achieve this goal.

The individualized and performance-based teacher preparation curriculum enables the clinical teacher functioning in a learning resource center to (1) identify individual pupil entry levels, learner characteristics, and desired outcomes, (2) provide individualized instruction based upon a match of task, learner, and resource characteristics, and, (3) monitor pupil and curriculum performance and provide feedback for the ongoing improvement of learning and instruction.

Selected clinical teacher trainees enter the program with a commitment to the education of exceptional children. Instruction for early awareness objectives is provided during an initial orientation period. Knowledge of the clinical teacher concept is prerequisite to the performance competencies of observation and diagnosis, intervention, and evaluation. Product objectives (pupil gains in the target population) documenting the effectiveness and efficiency of the instruction are the ultimate criteria.

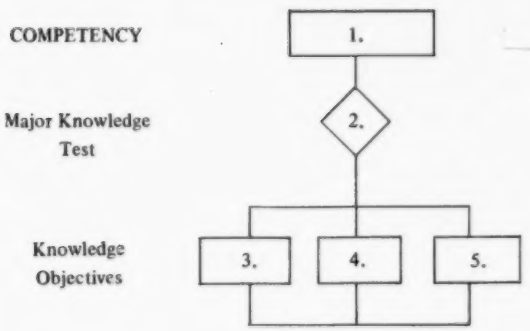
Competency Outcomes

Behaviorally specified and measurable performance outcomes for both the clinical teacher and the exceptional children to be served are explicitly defined within the individualized instructional system. Focusing on educationally-desired pupil behaviors, rather than existing medical and psychological categories, the program offers competency-based instructional modules. This instructional package is designed to enable the clinical teacher trainee to acheive competencies necessary for producing academic and social gains in exceptional children. The Special Educator prepared with these competencies is referred to as a Clinical Teacher.

Defining the major clinical teacher competencies necessary to produce the desired behaviors in mildly handicapped children served as the basis for the

formulation of the conceptual models. A task analysis of each major competency produced the behaviorally specified and measurable performance outcomes. Mastery tests used for individualizing instruction precede each major competency. Although major competencies are independently conceptualized, overlap among competency areas were built into the instructional sequence. For example, the knowledge objective for Intervention is required for writing Diagnostic profiles; and knowledge and performance skills of Evaluation are interrelated with both Diagnostic and Intervention competencies.

CLINICAL TEACHER CONCEPT



COMPETENCIES:

1. The philosophies of individual differences, diagnostic and classification procedures, placement, and instructional strategies for exceptional children, linking the heritage of the field with current developments, offers the foundation for synthesizing generic desired pupil behaviors and necessary teacher competencies into a performance-based individualized instructional system for the future.

Major Knowledge Test:

2. Write a paper describing the clinical teacher concept. Identify the essential elements of the model linking the heritage and current developments in the field of Special Education.

   Cite significant workers and their contributions towards the individualization of instruction for each exceptional child.

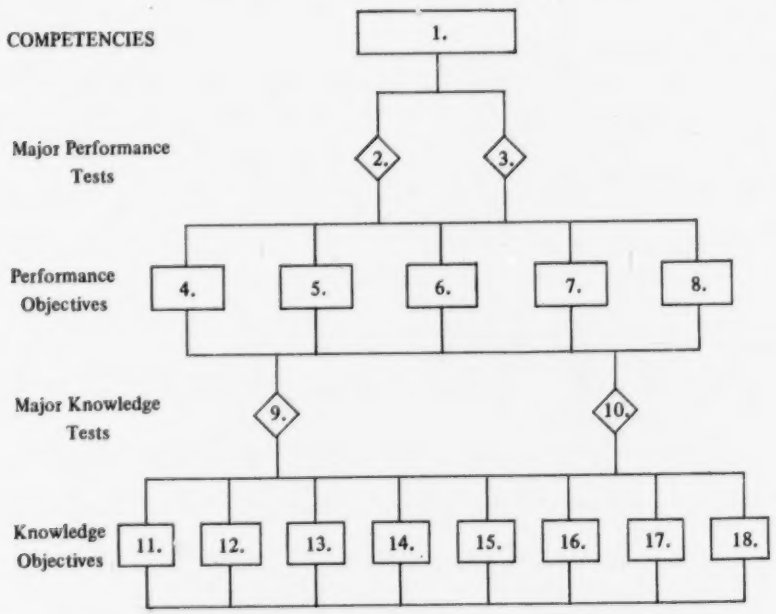
Knowledge Objectives:

3. The Clinical Teacher Trainee (CTT) will synthesize the knowledge components of the medical model (1700-1900) containing (1) the identification of philosophical principles of individual differences, (2) elements of diagnostic and classification procedures, (3) placement provisions, and, (4) their relationship to instructional strategies.

4. The CTT will synthesize the knowledge components of the psychological model (1900-1968) containing the identification of philosophical principles, elements of the diagnostic classification, placement procedures, and their relationship to instructional strategies.

5. The CTT will synthesize the knowledge components of the instructional system (1970-) containing the identification of philosophical principles of individual differences, elements of the diagnostic, classification, placement procedures, and their relationship to instructional strategies.

DIAGNOSIS



COMPETENCIES:

1. Diagnostic competencies enable the clinical teacher to identify and specify individual pupil (1) entry levels and learner characteristics and (2) prescribed desired objectives matched with learner characteristics and personalized instructional resources and strategies.

Major Performance Tests:

2. Observes systematically, assesses formally and informally, identifies the academic and social entry levels, and specifies the learner characteristics.
3. Prescribes desired learner objectives, preferred learning styles, and individualized instructional strategies.

Performance Objectives:

4. Systematically observes academic and social behaviors.
5. Administers, scores, and interprets norm-referenced tests.
6. Constructs, administers, scores, and interprets criterion-referenced tests.
7. Summarizes diagnostic data and identifies individual learner entry levels and characteristics.

8. Writes individual pupil profile, based upon diagnostic summary containing prescribed learner objectives, preferred learning styles, instructional resources, strategies, and environment.

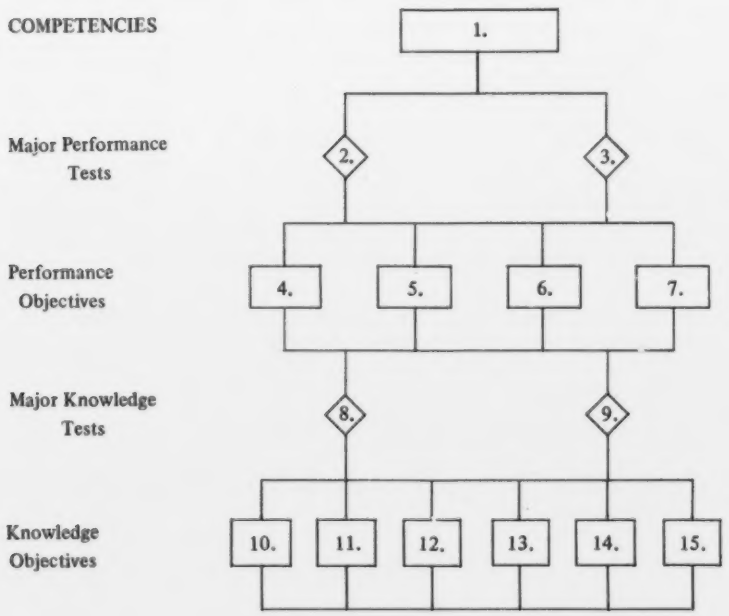
Major Knowledge Tests:

9. Knowledge of the desired behavioral objectives (reading, mathematics, and social) for mildly handicapped children.
10. Knowledge of the individualized instructional strategy, i.e., essential elements of observation, diagnosis, intervention, evaluation, and their relationships to clinical teaching.

Knowledge Objectives:

11. Familiarization with the clinical teaching behavioral sequences in reading, mathematics, etc.
12. Identification of several additional sequences of objectives in reading, mathematics, etc.
13. Specification of the essential elements of sequences common to those selected.
14. Identification of the individualized instructional logic.
15. Identification of the rationale for specific observational systems.
16. Identification of the rationale for the specific formal diagnostic tests.
17. Identification of the rationale for the construction of informal assessment tests.
18. Identification of the rationale for several instructional strategies.

INTERVENTION



COMPETENCIES:

1. Intervention competencies enable the clinical teacher to plan, conduct, and document the individualized instruction required to produce academic and social behavioral gains in mildly handicapped children.

Major Performance Tests:

2. Plan and write a performance contract based upon the diagnostic profile for the individualized instructional strategy for a mildly handicapped child in a resource room.

3. Implement the instructional plan and observe and record produced pupil behaviors.

Performance Objectives:

4. Selects the appropriate (1) modules containing objectives and available resources, (2) individualized instructional strategy, (3) motivational contingencies, (4) learning environment, and, (5) progress checks for ongoing and final evaluation.

5. Writes performance contract containing the items above.

6. Conducts the planned instruction by (1) providing pupil learning materials, strategies, and environment, (2) observing and recording student progress towards objective, and, (3) reinforces successive approximations.

7. Documents the produced pupil behaviors.

Major Knowledge Tests:

8. Describe the procedures for translating diagnostic profile of pupil into an individualized instructional performance contract.

9. Specify evaluation activities for ongoing and final assessment of pupil and curriculum performance.

Knowledge Objectives:

10. Identifies available instructional resources.

11. Specifies several instructional strategies for producing academic behaviors.

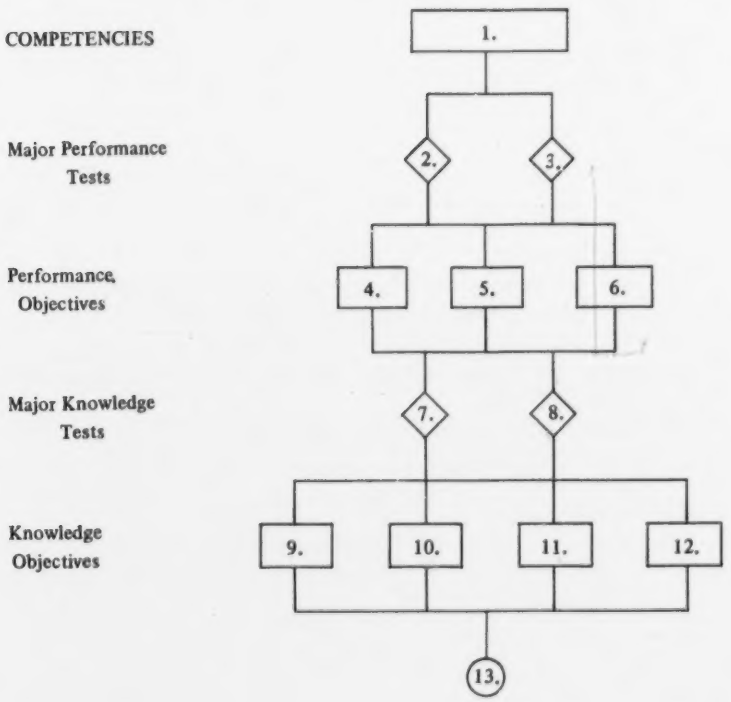
12. Specifies behavioral engineering strategies for producing social behaviors.

13. Selects appropriate instructional modules and individualized strategies.

14. Identifies elements of performance contract.

15. Identifies and defines the rationale for evaluation, describes the techniques, and specifies progress check point activities and time-line.

EVALUATION



COMPETENCIES:

1. Evaluation competencies enable the clinical teacher trainee to assess pupil and curriculum performance necessary for determining the effectiveness and efficiency of the strategy and for building the data base for improving instruction. The performance results in the successful completion of an individualized, negotiated, Master's program of studies containing CTT purposes, objectives, criteria, and resources necessary for their attainment. The outcome of this competency is for the improvement of both pupil and teacher performance.

Major Performance Tests:

2. Assess pupil and curriculum performance of assigned supervised field laboratory experience and revise curriculum when necessary.
3. Successfully complete individualized Master's program of studies.

Performance Objectives:

4. Monitor and document pupil and curriculum performance.
5. Assess, analyze, and report the effectiveness and efficiency of the instruction.
6. Specifies and constructs needed revisions and additions in instruction for both exceptional children and their teachers.

Major Knowledge Tests:

7. Design Master's program of studies based upon needs assessment.
8. Pass Master's comprehensive examination.

Knowledge Objectives:

9. Produce a personal needs assessment containing conceptual model, task analysis, and performance objectives.
10. Construct criterion-referenced mastery tests.
11. Specify knowledge objectives necessary for demonstrating performance objectives.
12. Systematically designs Master's program of studies containing instructional modules.

Early Awareness:

13. Familarization with the promises, problems, and perils of re-entry into higher and deeper levels of leadership preparation programs for the handicapped.

PART II

PERFORMANCE-BASED INDIVIDUALIZED INSTRUCTIONAL MODULES

Instructional modules are the organizing elements of this performance-based teacher education curriculum. Modules systematically provide the trainee with pre-specified outcomes, instructional resources-options-activities, and criterion-referenced measures for demonstrating competencies. In addition to its powerful instructional usefulness, the module provides a format for computer-managed instruction.

After entering the program, the trainee takes the major Mastery tests. The student performance enables the clinical professor and the trainee mutually to plan a personalized and individualized program. It is possible for individuals to successfully demonstrate mastery of either the entire competency or of individual modules at pre-test and proceed to the next major competency. Several modules may be entered simultaneously and completed at the student's individual rate of learning. The following flowchart depicts the student's progress through the curriculum for each major competency.

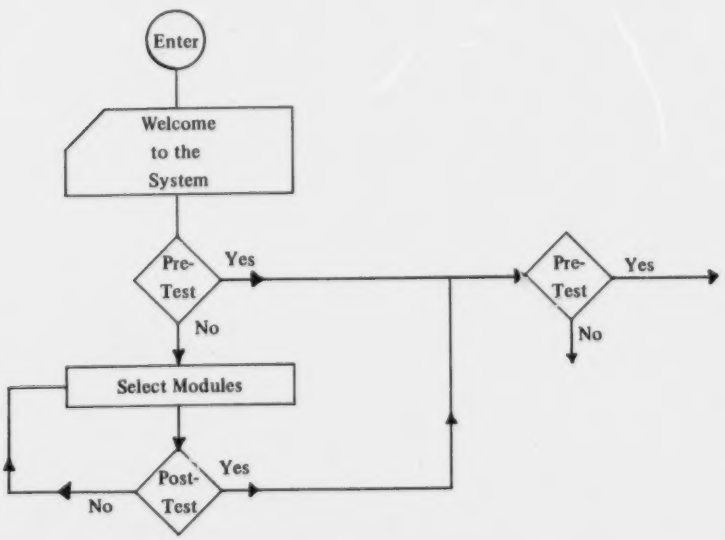


Figure 1. FLOWCHART OF STUDENT'S PROGRESS

Clinical Teacher Concept

MAJOR COMPETENCY TEST

Write a paper describing the clinical teacher concept. Identify the essential elements of the Model linking the heritage and current developments in the field of Special Education.

Cite significant workers and their contributions towards the individualization of instruction for each Exceptional Child.

REFERENCE SYSTEM CTM–1 40 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Clinical Teacher Concept

MODULE CLUSTER Heritage, Contemporary, Future

MODULE Heritage 1700-1900

I Purpose – The purpose of this competency is to provide the trainee with the knowledge of the Clinical Teacher Concept. The philosophies of individual differences, diagnostic and classification procedures, placement, and instructional strategies for Exceptional Children will be traced from their origins, current practices, and future potential. The synthesis of generic desired pupil behaviors and necessary teacher competencies organized within an individualized instructional system serves as the foundation for subsequent performance as a clinical teacher.

A comprehensive analytical study of the selected examples of the medical model (1700-1900), psychological model (1900-1968), and educational model (1968-1980), will provide a basis for synthesis of this knowledge into the behavioral instructional system. This performance-based curriculum is designed to produce pupil gains and teacher competencies. The special educator demonstrating these skills is a clinical teacher.

This module enables the trainee to acquire the knowledge objectives of the historical developments of clinical teaching.

II Behavioral Objective – Knowledge

A) Module Outcome – The clinical teacher trainee (CTT) will synthesize the knowledge components of the medical model (1700-1900) containing (1) the identification of philosophical principles of individual differences, (2) elements of diagnostic and classification procedures, (3) placement provisions, and, (4) their relationship to instructional strategies.

B) Assessment Context – (1) Negotiated product, e.g., paper, oral presentation, multi-media product, small-group-designed, produced, implement role-playing. (2) Essay test.

C) Assessment Criteria – (1) Product containing a synthesis of the four attributes specified in the outcome and its application in a case study. (2) Paper written from essay test items describing the characteristics of four attributes specified in the outcome to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Cole, Luella *A History of Education: Socrates to Montessori,* New York: Rinehart & Co., 1950 (Chapter XIX Seguin and Binet: Work with Handicapped Children, pp. 541-562; Chapter XX Montessori and her Schools, pp. 563-594).

(2) Itard Jean-Marc-Gaspard *The Wild Boy of Aveyron,* New York, N.Y.: Appleton-Century-Crofts, 1962.

(3) Kanner, Leo *A History of the Care and Study of the Mentally Retarded,* Springfield, Ill.: Charles C. Thomas Publisher, 1964, pp. 9-16.

(4) Talbot, Mabel E. *Edouard Seguin: A Study of an Educational Approach to the Treatment of Mentally Defective Children,* New York: Bureau of Publications, Teachers College, Columbia University, 1964.

B) Video Tape –

(1) History of Mental Retardation, Part I.

C) Seminars –

(1) Reflective

(2) Specific Focus

D) Small group committee to plan, negotiate, and produce product.

IV Sample Test Items –

A) Product –

(1) Plan, design, and produce a thirty-minute role-playing seminar.

(2) Write a synthesis of the four attributes, applying the knowledge to an illustrative case study.

B) Paper –

(1) Discuss the contributions of Pereire, Itard, Seguin, and Montessori.

REFERENCE SYSTEM CTM – 2 80 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Clinical Teacher Concept

MODULE CLUSTER Heritage, Contemporary, Future

MODULE Contemporary 1900-1968

I Purpose – (See Module CTM–1)

This module enables the trainee to acquire the knowledge objectives of the developments in Special Education during the twentieth century.

II Behavioral Objective – Knowledge

A) Module Outcome – The CTT will synthesize the knowledge components of the psychological model (1900-1968) containing the identification of philosophical principles, elements of the diagnostic classification, placement procedures, and their relationship to instructional strategies.

B) Assessment Context – (1) Negotiated product, i.e., paper, oral presentation, multi-media product, small-group-designed, produced, implement role-playing. (2) Essay test.

C) Assessment Criteria – (1) Product containing a synthesis of the four attributes specified in the outcome and its application in a case study. (2) Paper written from essay test items describing the characteristics of four attributes specified in the outcome to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Bateman, Barbara "Learning Disabilities–Yesterday, Today, and Tomorrow," *Exceptional Children*, Dec., 1964, pp. 167-177; Reprinted in Frierson, Edward C. and Barbe, Walter B., Editors, *Educating Children with Learning*

Disabilities: Selected Readings, New York: Appleton-Century-Crofts, 1967, (pp. 10-25).

(2) Binet, Alfred "The Education of Intelligence," in *Modern Ideas About Children*, Paris: Ernest Flammarion, 1909, (Chapter mimeographed).

(3) *Educational Diagnosis*, 34th Yearbook of the National Society for the Study of Education, Bloomington, Ill.: Public School Publishing Co., (1935). pp. 5-12.

(4) Fernald, Grace M. *Remedial Techniques in Basic School Subjects*, New York: McGraw-Hill Book Co., 1943, (pp. 157-178; 273-317).

(5) Jenkins, James J. and Peterson, Donald G., Editors, *Studies in Individual Differences: The Search for Intelligence*, New York: Appleton-Century-Crofts, Inc., 1961, (Alfred Binet and Theophule Simon "The Development of Intelligence in Children," pp. 81-111).

(6) Kirk, Samuel A. and Bateman, Barbara "Diagnosis and Remediation of Learning Disabilities," *Exceptional Children*, Oct., 1964 (pp. 73-78).

(7) Smith, Robert M. *Clinical Teaching: Methods of Instruction for the Retarded*, New York: McGraw-Hill Book Co., 1968, Chapter Three, (pp. 32-49).

(8) Witmer, Lightner *The Special Class for Backward Children*, Philadelphia, Penna.: The Psychological Clinic Press, 1911, Chapter I, pp. 1-10; Chapter II, pp. 11-18; Chapter IX, pp. 262-275).

B) Seminars –

(1) Reflective

(2) Specific Focus

C) Small group committee to plan, negotiate, and produce product.

IV Sample Test Items –

A) Product –

(1) Plan, design, and produce a thirty-minute role-playing seminar.

(2) Write a synthesis of the four attributes, applying the knowledge to an illustrative case study.

B) Paper –

(1) Discuss the essential elements of the Bateman "schematic," comparing and contrasting the philosophies, procedures, and strategies of Witmer, Binet, Fernald, Kirk and Smith.

REFERENCE SYSTEM CTM–3 80 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Clinical Teacher Concept

MODULE CLUSTER Heritage, Contemporary, Future

MODULE Future-Generic Approach

I Purpose – (See Module CTM–1)

This module enables the trainee to acquire the knowledge objectives of the performance of the clinical teacher in a futuristic educational environment.

II Behavioral Objective – Knowledge

A) Module Outcome – The CTT will synthesize the knowledge components of the instructional system (1970–) containing the identification of philosophical principles of individual differences, elements of the diagnostic, classification, placement procedures, and their relationship to instructional strategies.

B) Assessment Context – (1) Negotiated product, i.e., paper, oral presentation, multi-media product, small-group-designed, produced, implement role-playing. (2) Essay test.

C) Assessment Criteria – (1) Product containing a synthesis of the four attributes specified in the outcome and its application in a case study. (2) Paper written from essay test items describing the characteristics of four attributes specified in the outcome to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Adamson, Gary and Van Etten, Carlene "Prescribing Via Analysis and Retrieval of Instructional Materials in the Educational Modulation Center," *Exceptional Children*, 1970, 36, 531-533.

(2) Blackman, Leonard S. "The Dimensions of a Science of Special Education, *Mental Retardation*, 1967, 5, 7-11.

(3) Deno, Evelyn "Special Education as Developmental Capital," *Exceptional Children*, 1970, 37, 229-237.

(4) Haring, Norris G. "The New Curriculum Design in Special Education," *Educational Technology,* 1970, May, 24-31.

(5) Lessinger, Leon M. *Every Kid A Winner*: Accountability in Education, Palo Alto, Calif.: Science Research Associates, 1970, Chapters 1-3, pp. 1-58.

(6) Mager, Robert F *Preparing Instructional Objectives*, Palo Alto, Calif.: Fearon Publishers, 1962.

(7) Schwartz, Louis "Preparation of the Clinical Teacher for Special Education: 1866-1966," *Exceptional Children*, 1967, 34, 117-124.

(8) Schwartz, Louis "A Clinical Teacher Model for Interrelated Areas of Special Education," *Exceptional Children*, 1971, 37, 565-571.

(9) Schwartz, Louis and Oseroff, Andrew "Clinical Teacher Model for Interrelated Areas of Special Education," Tallahassee, Fla.: The Florida State Univeristy, Feb., 1972.

B) Seminars –

(1) Reflective

(2) Specific Focus

C) Small group committee to plan, negotiate, and produce product.

IV Sample Test Items –

A) Product –

(1) Plan, design, and produce a thirty-minute role-playing seminar.

(2) Write a synthesis of the four attributes, applying the knowledge to an illustrative case study.

B) Paper –

(1) Describe the generic philosophy of individual differences, the essential components of the instructional system, and identify its application in an era of educational accountability.

Diagnosis

MAJOR COMPETENCY TEST

Write an individual pupil profile (based upon a mildly handicapped child in a local public school resource room) containing diagnostic summary, learner entry levels and objectives, task and learner characteristics, and individualized instructional strategies.

REFERENCE SYSTEM DIA–20 1hr.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Desired Behavioral Sequences

MODULE Pupil Objectives

I Purpose – Diagnostic competencies enable the clinical teacher to identify and specify individual pupil (1) entry levels and learner characteristics and (2) prescribe desired objectives matched with learner characteristics and personalized instructional resources and strategies.

Awareness of the desired pupil behaviors in academic and social domains is prerequisite to an understanding of diagnosis.

This Module provides the CTT with an early awareness of behavioral sequences designed for the clinical teacher. These continua are the basis for diagnosis and intervention.

II Behavioral Objective – Early Awareness

A) Module Outcome – The CTT will have the clinical teacher behavioral sequences and be aware of additional sources of behavioral objectives.

B) Assessment Context – Printed behavioral sequences and bibliography containing sources of additional objectives.

C) Assessment Criteria – Acknowledges receipt of materials.

III Instructional Resources/Options/Activities –

A) Mimeographed Material –

(1) Clinical Teachers: Behavioral Objectives for Pupils

(2) Bibliography

B) Course –

(1) Observation Seminar

IV Sample Test Items –

None

REFERENCE SYSTEM DIA–21 60 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Assessing Pupil Behaviors

MODULE Systematic Observation

I Purpose – Systematic observation of academic and social behaviors is a vital diagnostic skill and provides the C.T. with data for initial and ongoing assessment. Information from observation enables the C.T. to select additional specific formal and informal tests.

This Module provides the C.T.T. with knowledge and skills of three observational systems (Lindsley, Madsen, and "precision teaching").

II Behavioral Objective – Knowledge and Performance

A) Module Outcome – (1) The C.T.T. will synthesize the elements of the three observational systems (Lindsley, Madsen, and "precision teaching") by describing in writing the terminology and procedures for pinpointing and observing behaviors, and recording the data. (2) The C.T.T. will systematically pinpoint and observe behaviors and record data reliably, using each of the three systems.

B) Assessment Context – (1) Paper and Essay Test. (2) Observed performance and report.

C) Assessment Criteria – (1) Paper containing 70% of the terminology and procedures and a score of 80% on the Essay Test of the rationale for systematic observation. (2) Satisfaction of professor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Drucker, Howard "The Lindsley Observation System: A Programmed Resource." FSU Mimeographed, 1971.

(2) Kerlinger, Fred *Foundations of Behavioral Research*, New York: Holt, Rinehart & Winston, 1965, pp. 1-64.

(3) Peter, Laurence J. *Prescriptive Teaching System: Individualized Instruction*, New York: McGraw-Hill Book Co., 1972, pp. 1-69, (Work Book, pp. 1-50).

(4) Van Dalen, Deobold B. *Understanding Educational Research: An Introduction*, New York: McGraw-Hill, 1966, pp. 1-71.

B) Video Tape –

(1) "Using Madsen's Observational System," FSU, Interrelated Areas, 1972.

(2) "Madsen and Madsen Observation Training Tape," FSU, Madsen and Madsen, 1971.

C) Multi-Media –

(1) "Precision Teaching" Monograph, Audio Cassette, and Film Strip." Washington, D.C.: The Council for Exceptional Children, 1972.

D) Courses –

(1) Observation Seminar

(2) PSY 317 – Educ. Psych. (Dr. C. Madsen)

E) Field Work

IV Sample Test Items –

A) Paper –

(1) Write a synthesis of the three observational systems (Lindsley, Madsen, "precision teaching") describing the terminology and procedures for pinpointing and observing behaviors, and recording the data.

B) Essay Test –

(1) Discuss the rationale for systematic observation as the basis for gathering reliable data for solving scientific problems.

C) Performance –

(1) Visit a local classroom and pinpoint, observe, record, and report pupil behaviors.

REFERENCE SYSTEM DIA–22 20 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Assessing Pupil Behaviors

MODULE Familiarization with Formal and Informal Testing

I Purpose – Identification of the rationale and instructional usefulness of formal and informal tests in the C.T. constraint battery provides the trainee with an understanding of the diagnostic procedures for determining individual pupil differences.

II Behavioral Objective – Knowledge

A) Module Outcome – The CTT will synthesize the rationale and educational usefulness of formal and informal tests containing definitions, descriptions, and examples.

B) Assessment Context – (1) Annotated resource. (2) Essay test.

C) Assessment Criteria – (1) Product to the satisfaction of the instructor. (2) 80% proficiency.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Bannatyne, Alexander *Language, Reading and Learning Disabilities*, Springfield, Ill,: Charles C. Thomas, Pub., 1971, Chap. XIV, pp. 573-631.

(2) Smith, Robert M. *Clinical Teaching: Methods of Instruction for the Retarded*, New York: McGraw-Hill Book Co., 1968, pp. 14-47.

(3) Smith Robert M. Editor. *Teacher Diagnosis of Educational Difficulties*, Columbus, Ohio: Merrill Pub. Co., 1969, pp. 1-29.

B) Course –

(1) Observation Seminar

IV Sample Test Items –

A) Annotated Resource –

(1) Produce an annotated bibliography containing definitions, descriptions, and examples of formal and informal tests useful to the clinical teacher.

B) Essay Test –

(1) Write a paper comparing and contrasting the educational usefulness of formal and informal tests in clinical teaching.

REFERENCE SYSTEM DIA-23 30 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Administration, Scoring, and Interpretation of Formal Tests

MODULE Wechsler Intelligence Scale for Children (WISC)

I Purpose – Identifying and specifying individual pupil entry levels and learner characteristics is an essential skill for individualizing instruction. Administering, scoring, and interpreting selected Norm referenced tests are performance skills required of the clinical teacher trainee.

As part of the CT Constraint Battery the Wechsler Intelligence Scale for Children assesses general intellectual functioning. The purpose of this module is to provide the CTT with skills in administration, scoring, and interpreting the WISC.

II Behavioral Objective – Performance

A) Module Outcome – The CTT will administer, score and interpret the WISC to a child.

B) Assessment Context – Performance in public elementary school and WISC report.

C) Assessment Criteria – Observed performance and report to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) WISC Kit, Psychological Corp., 1949.

(2) Ferinden, W.E. and Jacobson, S. *Educational Interpretation of the Wechsler Intelligence Scale for Children (WISC)*, Linden, N.J.: Remediation Associates, Inc., 1969.

B) Video Tape –

(1) Model Demonstration of WISC, FSU Produced, 1971.

C) Computer-Assisted Instruction –

(1) WISC specific focus drill and practice (also available in mimeographed form)

D) Course –

(1) Diagnostic Seminar

E) Field Work

IV Sample Test Items –

A) Performance –

(1) Administer, Score, Interpret, and Report the results of the WISC.

REFERENCE SYSTEM DIA-24 30 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Administration, Scoring, and Interpretation of Formal Tests

MODULE Illinois Test of Psycholinguistic Abilities (ITPA)

I Purpose – (See Module DIA-23)

As part of the CT Constraint Battery the Illinois Test of Psycholinguistic Abilities (ITPA) assesses receptive and expressive language behaviors (aptitudes). The purpose of this module is to provide the CTT with skills in administration, scoring, and interpreting the ITPA.

II Behavioral Objective – Performance

A) Module Outcome – The CTT will administer, score, and interpret the ITPA to a child.

B) Assessment Context – Performance in public elementary school and ITPA report.

C) Assessment Criteria – Observed performance and report to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Illinois Test of Psycholinguistic Abilities Kit. University of Illinois Press, Urbana, 1968.

(2) Ferinden, W.E., Jacobson, S. and Kovalinsky, T. *Educational Interpretation of the Stanford Binet Intelligence Scale Form LM and The Illinois Test of Psycholinguistic Abilities.* Linden, New Jersey: Remediation Associates, Inc., 1970, pp. 39-71.

(3) Kirk, Samuel A. and Kirk, Winifred D. *Psycholinguistic Learning Disabilities: Diagnosis and Remediation*, Urbana, Ill.: Univ. of Illinois Press, 1971.

B) Video Tape –

(1) Model Demonstration of ITPA, FSU Produced, 1971.

C) Computer-Assisted Instruction –

(1) ITPA specific focus drill and practice. (Also available in mimeographed form)

D) Course –

(1) Diagnostic Seminar

E) Field Work –

IV Sample Test Items –

A) Performances –

(1) Administer, Score, Interpret, and Report the results of the ITPA.

REFERENCE SYSTEM DIA-25 10 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Administration, Scoring, and Interpretation of Formal Tests

MODULE Frostig Developmental Test of Visual Perception (DTVP)

I Purpose – (See Module DIA-23)

As part of the CT Constraint Battery the Frostig Developmental Test of Visual Perception (DTVP) assesses visual-motor perceptual behaviors. The purpose of this module is to provide the CTT with skills in administration, scoring, and interpreting the DTVP.

II Behavioral Objective – Performance

A) Module Outcome – The CTT will administer, score, and interpret the DTVP to a child.

B) Assessment Context – Performance in public elementary school and DTVP report.

C) Assessment Criteria – Observed performance and report to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Frostig, Marianne *Administration and Scoring Manual: Developmental Test of Visual Perception Kit*, Palo Alto, Calif.: Consulting Psychologists Press, 1966.

(2) Frostig, Marianne and D. Horne. *Teacher's Guide and Work Sheets: The Frostig Program for the Development of Visual Perception*, Chicago: Follett Publishing Company, 1964.

B) Video Tape –

(1) Model Demonstration of DTVP, FSU Produced, 1972.

C) Computer-Assisted Instruction –

(1) DTVP specific focus drill and practice (also available in mimeographed form)

D) Course –

(1) Diagnostic Seminar

E) Field Work

IV Sample Test Items –

A) Performance –

(1) Administer, Score, Interpret, and Report the results of the DTVP.

REFERENCE SYSTEM DIA-26 4 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Administration, Scoring, and Interpretation of Formal Tests

MODULE Slosson Intelligence Test (SIT) and Slosson Oral Reading Test (SORT)

I Purpose – (See Module DIA-23)

As part of this CT Constraint Battery the Slosson Intelligence Test (SIT) and Slosson Oral Reading Test (SORT) assess general intellectual functioning and oral vocabulary. The purpose of this module is to provide the CTT with skills in administration, scoring, and interpreting the SIT and SORT.

II Behavioral Objective – Performance

A) Module Outcome – The CTT will administer, score, and interpret the Slosson Intelligence Test (SIT) and Slosson Oral Reading Test (SORT) to a child.

B) Assessment Context – Performance in public elementary school and Slosson Intelligence Test (SIT) and Slosson Oral Reading Test (SORT) report.

C) Assessment Criteria – Observed performance and report to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Slosson, R.L. *Slosson Intelligence Test (SIT) for Children and Adults*. East Aurora, New York: Slosson Educational Publications, 1963.

(2) Slosson, R.L. *Slosson Oral Reading Test (SORT)*. East Aurora, New York: Slosson Educational Publications, 1963.

B) Video Tape –

(1) Model Demonstration of SIT and SORT, FSU Produced, 1972.

C) Computer-Assisted Instruction –

(1) SIT and SORT specific focus drill and practice (also available in mimeographed form)

D) Course –

(1) Diagnostic Seminar

E) Field Work –

IV Sample Test Items –

A) Performance –

(1) Administer, Score, Interpret, and Report the results of the SIT and SORT.

REFERENCE SYSTEM DIA-27 4 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Administration, Scoring, and Interpretation of Formal Tests

MODULE The Wide Range Achievement Test (WRAT)

I Purpose – (See Module DIA-23)

As part of the CT Constraint Battery The Wide Range Achievement Test (WRAT) assesses pupil achievement in reading, spelling, and arithmetic. The purpose of this module is to provide the CTT with skills in administration, scoring, and interpreting the WRAT.

II Behavioral Objective – Performances

A) Module Outcome – The CTT will administer, score, and interpret the WRAT to a child.

B) Assessment Context – Performance in public elementary school and WRAT report.

C) Assessment Criteria – Observed performance and report to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Jastak, J.F. and Jastak, S.R. *The Wide Range Achievement Test*, Wilmington, Del.: Guidance Associates, 1965, (Manual and Record Forms).

B) Video Tape –

(1) Model Demonstration of the Wide Range Achievement Test, FSU Produced, 1972.

C) Course –

(1) Diagnostic Seminar

D) Field Work –

IV Sample Test Items –

A) Performance

(1) Administer, Score, Interpret, and Report the results of The Wide Range Achievement Test.

REFERENCE SYSTEM DIA-28 4 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Administration, Scoring, and Interpretation of Formal Tests

MODULE Gates-McKillop Reading Diagnostic Test

I Purpose - (See Module DIA-23)

As part of the CT Constraint Battery the Gates-McKillop Reading Diagnostic Test assesses reading level. The purpose of this module is to provide the CTT with skills in administration, scoring, and interpreting the Gates-McKillop Reading Diagnostic Test.

II Behavioral Objective – Performance

A) Module Outcome – The CTT will administer, score, and interpret the Gates-McKillop Reading Diagnostic Test to a child.

B) Assessment Context – Performance in public elementary school and Gates-McKillop Reading Diagnostic Test report.

C) Assessment Criteria – Observed performance and report to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Gates, Arthur I. and McKillop, Anne S. *Gates-McKillop Reading Diagnostic Tests*, New York: Teachers College Press, 1962, (Manual of Directions and Pupil Record Booklet)

B) Video Tape –

(1) Model Demonstration of Gates-McKillop Reading Diagnostic Tests, FSU Produced, 1972.

C) Course –

(1) Diagnostic Seminar

D) Field Work –

IV Sample Test Items –

A) Performance –

(1) Administer, Score, Interpret, and Report the results of the Gates-McKillop Reading Diagnostic Test.

REFERENCE SYSTEM DIA-29 4 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Administration, Scoring, and Interpretation of Formal Tests

MODULE Metropolitan Readiness and Achievement Tests

I Purpose – (See Module DIA-23)

As part of the CT Constraint Battery the Metropolitan Readiness and Achievement Tests assess pupil skills (aptitudes) in reading and arithmetic. The purpose of this Module is to provide the CTT with skills in administration, scoring, and interpreting the Metropolitan Readiness and Achievement Tests.

II Behavioral Objective – Performance

A) Module Outcome – The CTT will administer, score, and interpret the Metropolitan Readiness and Achievement Tests to a child.

B) Assessment Context – Performance in public elementary school and Metropolitan Readiness and Achievement Tests report.

C) Assessment Criteria – Observed performance and report to the satisfaction of the instructor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Hildreth, Gertrude H., et al. *Manual of Directions: Metropolitan Readiness Tests.* New York: Harcourt, Brace & World, Inc., 1969 (Metropolitan Readiness Tests)

(2) Durost, Walter N., et al. *Metropolitan Achievement Tests: Teacher's Handbook*, New York: Harcourt, Brace, Jovanovich, Inc., 1971 (Metropolitan Achievement Tests).

B) Video Tape –

(1) Model Demonstration of Metropolitan Readiness Tests, FSU Produced, 1972.

(2) Model Demonstration of Metropolitan Achievement Tests, FSU Produced, 1972.

C) Computer-Assisted Instruction –

(1) Metropolitan Readiness Tests specific focus drill and practice (also available in mimeographed form)

(2) Metropolitan Achievement Tests specific focus drill and practice (also available in mimeographed form)

D) Course –

(1) Diagnostic Seminar

E) Field Work –

IV Sample Test Items –

A) Performance –

(1) Administer, Score, Interpret, and Report the results of the Metropolitan Readiness Tests and the Metropolitan Achievement Tests.

REFERENCE SYSTEM DIA-30 80 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Constructing, Administering, Scoring, and Interpreting Informal Tests

MODULE Criterion-Referenced Tests

I Purpose – Identification of the rationale and instructional usefulness of criterion-referenced tests for pre-selected behavioral objectives provides the CTT wit an understanding of how to construct, administer, score, and interpret measures of knowledge, performance, and product objectives.

This Module enables the CTT to (1) Understand the rationale for the informal tests and to (2) construct, administer, score, interpret, and report the results of criterion-referenced measurements of pre-selected knowledge, performance, and product objectives.

II Behavioral Objective – Knowledge and Performance

A) Module Outcome – (1) Attain the objectives specified in EDR 401. (2) Construct, administer, score, interpret, and report the results of criterion-referenced measurements of pre-selected knowledge, performance, and product objectives.

B) Assessment Context – (1) EDR 401. (2) Senior Field Work.

C) Assessment Criteria – (1) Passing grade of C or better. (2) Satisfaction of instructor.

III Instructional Resources/Options/Activities –

A) Courses –

(1) EDR 401 Measurement and Evaluation in the Classroom, 4 Qtr. Hrs.

(2) Diagnostic Seminar

B) Field Work –

IV Sample Test Items –

A) Course EDR 401

(1) See Modules for course.

B) Performance in Field –

(1) Given pre-selected knowledge, performance, and product objectives from continuum of CT Desired Behavioral Sequences, the CTT will construct, administer, score, interpret, & report the results from criterion-referenced test items.

REFERENCE SYSTEM DIA-31 20 hrs.

PROGRAM Clinical Teacher Model For Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Diagnosis

MODULE CLUSTER Prescribing Pupil Objectives and Instructional Strategies

MODULE Individualized Instructional Strategies

I Purpose – Prescribing desired learner objectives, preferred learning styles, and individualized instructional strategies is prerequisite to intervention.

This Module provides the CTT with an understanding of individualized instructional strategies and the specific logic employed in this Clinical Teacher Model.

II Behavioral Objective – Knowledge

A) Module Outcome – The CTT will (1) identify and define the essential elements and attributes of the clinical teacher instructional logic, and (2) produce a paper specifying the relationships of the elements and attributes to individualizing instruction.

B) Assessment Context – (1) List of definitions and (2) Essay test.

C) Assessment Criteria – (1) 80% of the items contained in a pre-keyed list. (2) 80% of the critical relationships contained in a pre-keyed answer sheet.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Blackman, Leonard "Research in Special Education," *Johnstone Bulletin*, 1964, 7, 23-32.

(2) Edling, J.V. *Individualizing Instruction*, San Jose, Calif.: Center for Planning and Evaluation, PREP Brief No. 16, 1970.

(3) Hunt, David E. *Matching Models in Education,* Ontario, Canada: The Ontario Institute for Studies in Education, 1971.

(4) Reynolds, Maynard C. and Balow, Bruce. "Categories and Variables in Special Education," *Exceptional Children,* 38, 357-366.

B) Programmed Material –

(1) "Individualized Instructional Strategy," Rhea Schwartz, FSU Produced, 1971.

C) Course –

(1) Diagnostic Seminar

IV Sample Test Items –

A) List and define the essential elements and attributes of the clinical teacher instructional logic.

B) Write a paper describing the relationships of the elements and attributes to individualizing instruction.

REFERENCE SYSTEM DIA-32 30 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306.

COMPETENCY Diagnosis

MODULE CLUSTER Prescribing Pupil Objectives and Instructional Strategies

MODULE Profile

I Purpose – Prescribing desired learner objectives, preferred learning styles, and individualized instructional strategies is prerequisite to intervention.

The individual pupil profile results from a summary of the diagnostic data and knowledge of individualized instructional strategies.

This Module enables the CTT to produce a profile containing pupil entry levels, desired academic and social objectives, and learner styles. This summary provides the data for matching pupil and task characteristics with individualized instructional strategies.

II Behavioral Objective – Knowledge and Performance

A) Module Outcome – The CTT will write an individual pupil profile containing (1) summary of diagnostic results, (2) specification of pupil entry levels and desired behavioral objectives, (3) learner and task characteristics, and, (4) prescribed individualized instructional strategies.

B) Assessment Context – Produce a profile for a mildly handicapped child in a local school system resource room.

C) Assessment Criteria – Satisfaction of instructor.

III Instructional Resources/Options/Activities –

A) Model Clinical Teacher Profile

B) Course

(1) Diagnostic Seminar

C) Field Work

V Sample Test Item –

Write individual pupil profile based upon diagnostic summary containing prescribed learner objectives, preferred learning styles, instructional resources, strategies, and environment.

Intervention

MAJOR COMPETENCY TEST

Plan and write a performance contract based upon the diagnostic profile for this individualized instructional strategy for a mildly handicapped child in a resource room.

Implement the instructional plan and observe and record produced pupil behaviors.

REFERENCE SYSTEM INT-40 30 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Intervention

MODULE CLUSTER Planning Individualized Instruction

MODULE Selecting Instructional Resources

I Purpose – Intervention competencies enable the Clinical Teacher to plan, conduct, and document the individualized instruction required to produce academic and social behavioral gains in mildly handicapped children.

Planning and writing performance contracts, based upon the diagnostic profile, is the outcome of this Module Cluster.

Instructional implications from the diagnostic profile provide the CTT with the data for planning instruction. Selecting appropriate instructional resources, which is the initial step in planning, is the outcome of this Module.

II Behavioral Objective – Knowledge and Performance

A) Module Outcome – (1) The CTT will list three methods of teaching reading containing essential elements and attributes and describe the learner characteristics for which they are appropriate. (2) The CTT will list two methods of teaching arithmetic containing essential elements and attributes and describe the learner characteristics for which they are appropriate. (3) The CTT will match appropriate instructional resources to the specific reading and mathematics objectives from a CTT-produced diagnostic profile.

B) Assessment Context – (1) and (2) Chart (3) Notes.

C) Assessment Criteria – (1) and (2) Keyed to professional literature (3) Instructor's judgement.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Auckerman, Robert *Approaches to Beginning Reading*, New York: John Wiley & Sons, Inc., 1971.

(2) Duncan, Ernest R. et al. *Modern School Mathematics: Structure and Use*, Boston, Mass.: Houghton Mifflin Co., 1967 (Teacher's Annotated Edition).

(3) Nichols, Eugene D. et al. *Elementary Mathematics: Patterns* and *Structure*, New York: Holt, Rinehart, and Winston, Inc., 1968 (Revised – Teacher's Edition).

(4) School Mathematics Study Group, *Mathematics For The Elementary School, Book 1*, New Haven, Conn.: Yale University Press, 1965 (Teacher's Commentary–Revised Edition).

B) Course –

(1) Intervention Seminar

IV Sample Test Items –

A) Chart –

(1) Chart three methods of teaching reading, cross-referencing the characteristics of the method to the types of learners for which it is appropriate.

(2) Chart two methods of teaching mathematics, cross-referencing the characteristics of the method to the types of learners for which it is appropriate.

B) Notes –

(1) Write notes matching appropriate instructional resources to the specific reading and mathematics' objectives from a CTT-produced diagnostic profile.

REFERENCE SYSTEM INT-41 70 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Intervention

MODULE CLUSTER Planning Individualized Instruction

MODULE Behavioral Engineering

I Purpose – (See Module INT-40)

Behavioral Engineering is a strategy for producing desirable academic and social behaviors by matching appropriate contingencies and the learning environment to individual children. This Module provides the CTT with the knowledge and skills necessary for specifying desirable academic and social behaviors, selecting appropriate contingencies, and designing the learning environment.

II Behavioral Objectives – Knowledge and Performance.

A) Module Outcome –

(1) The CTT will define the following terms:
unconditioned stimulus
unconditioned response
conditioned stimulus
conditioned response
extinction
interval schedules
ratio schedules
operant level
baseline
time sample
Premack principle
contingency
positive reinforcement
negative reinforcement
time out
punishment
primary reinforcer
secondary reinforcer

continuous reinforcement
intermittent reinforcement
token system
successive approximation

(2) The CTT will define and describe a token system containing rules, token rewards, and activity reinforcers.

(3) The CTT will describe the essential elements and attributes of Homme's Contingency Contracting System.

(4) The CTT will produce: a.–an annotated bibliography of at least five research reports of the use of behavioral engineering on mildly handicapped Exceptional Children in local public schools. b.–critique and synthesis of behavioral engineering containing implications for clinical teaching.

(5) The CTT will specify in writing: a.–desirable **social** behavior, b.–appropriate contingencies, and, c.–learning environment, from a CTT-produced diagnostic profile.

(6) The CTT will specify in writing: a.–desirable **academic** behavior, b.–appropriate contingencies, and, c.–learning environment from a CTT-produced diagnostic profile.

B) Assessment Context –

(1) Glossary of terms

(2) Paper

(3) Paper

(4) a.–Annotated Bibliography, b.–Paper

(5) Chart

(6) Chart

C) Assessment Criteria –

(1) 100% accuracy

(2) Keyed to trainee-selected article

(3) Keyed to Homme's article

(4) Instructor's judgement

(5) Instructor's judgement

(6) Instructor's judgement

III Instructional Resources/Options/Activities –

A) Readings –

(1) Allen, K. Eileen "Behavior Modification: What Teachers of Young Exceptional Children Can Do," *Teaching Exceptional Children*, Spring, 1972., pp. 119-127.

(2) Buckley, N.K. and Walker, H.M. *Modifying Classroom Behavior.* Champaign, Ill.: Research Press, 1970.

(3) Becker, W.C.: Englemann, S., and Thomas, D.R. *Teaching: A Course in Applied Psychology*, Palo Alto, Calif.: Science Research Assoc., Inc. 1971, (pp. 134-136).

(4) Bugelski, B.R. *The Psychology of Learning Applied to Teaching*, New York: The Bobbs-Merrill Co., Inc., 1971. (Chptrs. II, pp. 37-56; III, pp. 87-98, IV, pp. 133-135; VII, pp. 180-188; X, pp. 242-247).

(5) Cruickshank, William M. and Quay, Herbert C. "Learning and Physical Environment: The Necessity for Research and Research Design," *Exceptional Children*, 1970, 37,261-268. *Exceptional Children*, 37, (Oct., 1970, Entire issue devoted to Behavior Modification).

(6) Hewett, F.M., Taylor, R.D., and Artuso, A.A. "The Santa Monica Project: Evaluation of an Engineered Classroom Design with Emotionally Disturbed Children," *Exceptional Children*, 1969, 35, 523-529.

(7) Homme, L. *How to Use Contingency Contracting in the Classroom*, Champaign, Ill.: Research Press, 1970.

(8) Kotick, L. "Compilation of Physical Environmental Character-

istics for the Clinical Teacher," March, 1971 (Mimeographed, FSU project).

(9) Oleary, K.D. and Oleary, S.G. *Classroom Management*, New York: Pergamon Press, 1972. (Chapter 6, p. 259, Article 15; Chapter 7, pp. 313-316, Articles #19 and 20).

(10) Whelan, R. and Haring, N. "Modification and Maintenance of behavior through systematic Application of Consequences," *Exceptional Children*, 1966, 32, 281-289.

B) Course –

(1) Intervention Seminar

(2) PSY 317

IV Sample Test Items –

A) Produce a glossary of terms containing definitions of the terms specified in the outcome.

B) Produce a paper defining and describing a token system containing rules, token rewards, and activity reinforcers.

C) Produce a paper describing the essential elements and attributes of Homme's Contingency Contracting System

D) Produce an annotated bibliography specified in the outcome.

E) Produce Chart(s) as specified in the outcome(s).

F) Produce Chart(s) as specified in the outcome(s).

REFERENCE SYSTEM INT-42 20 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Intervention

MODULE CLUSTER Planning Individualized Instruction

MODULE Performance Contracts

I Purpose – (See Module INT-40)

The performance contract containing pupil objectives, task characteristics, learner characteristics, behavioral contingencies, instructional modules, individualized strategies, and progess checks with time-line, is the outcome of this Module.

II Behavioral Objectives – Performance

A) Module Outcome – The CTT will produce four written performance contracts for pre-reading, reading, mathematics, and social behaviors.

B) Assessment Context – Performance Contract

C) Assessment Criteria – Performance Contracts, each containing pupil objectives, task characteristics, learner characteristics, behavioral contingencies, instructional modules, individualized strategies, and progress checks with time-line from two or more diagnostic profiles of individual mildly handicapped children in a learning resource room. These contracts to be negotiated by the CTT to the satisfaction of the field teacher and clinical professor.

III Instructional Resources/Options/Activities –

A) Course –

(1) Intervention Seminar

B) Model

(1) CT sample performance contract

IV Sample Test Items –

A) Performance Contract

(1) Write four performance contracts for pre-reading, reading, mathematics, and social behaviors.

REFERENCE SYSTEM INT-43 80 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Intervention

MODULE CLUSTER Conducting Individualized Instruction

MODULE Implementing the Performance Contract

I Purpose – (See Module INT-40)

The purpose of this Module is to provide the CTT with the opportunity to demonstrate his performance in conducting the individualized instruction and producing specified pupil behaviors.

II Behavioral Objectives – Performance and Product

A) Module Outcome – (1) The CTT will perform and demonstrate the intervention competencies by conducting the individualized instructional strategies specified in the performance contracts. (2) The CTT will produce and document the four specified pupil behaviors in the performance contracts.

B) Assessment Context -- (1) Field (2) Documented Performance Contract.

C) Assessment Criteria – (1) Observed performance of CTT using instructional resources, strategies, and environment specified in the performance contract. (2) Documentation of the produced pupil behaviors as specified in the performance contract.

III Instructional Resources/Options/Activities –

A) Course –

(1) Intervention Seminar

B) Field –

(1) Learning Resource Room in Local School.

IV Sample Test Items –

A) Performance –

(1) Conduct the instruction specified in the performance contract and document the produced pupil behaviors.

Clinical Teaching

MAJOR COMPETENCY TEST

Produce pupil gains for three or more mildly handicapped children in assigned field laboratory resource room, documenting the products. Present diagnostic profiles, performance contracts, data on pupils and curricula performance, with recommendations for the improvement of instruction.

REFERENCE SYSTEM CT-80 200 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Clinical Teaching

MODULE CLUSTER Internship

MODULE Producing Pupil Gains

I Purpose – The purpose of this Module is to provide the CTT with an opportunity for producing pupil gains in mildly handicapped Exceptional Children in a resource room by using clinical teaching competencies.

II Behavioral Objective – Product

A) Module Outcome – The CTT will produce pupil gains for three or more mildly handicapped children in a resource room.

B) Assessment Context – Field laboratory assignment

C) Assessment Criteria – Products containing diagnostic profile, performance contract, documentation of pupil and curriculum performance, with recommendations for the improvement of instruction, to the satisfaction of the supervising faculty of Interrelated Areas of Special Education.

III Instructional Resources/Options/Activities –

A) Field Laboratory

(1) Assigned resource room

(2) Trainee-Cooperating Teacher-Faculty Conferences

IV Sample Test Item –

See Major Competency Test

Evaluation

MAJOR COMPETENCY TEST

Assess pupil and curriculum performance of assigned supervised field laboratory and revise curriculum.

Successfully complete individualized, personalized, and negotiated Master's program of studies.

REFERENCE SYSTEM EVA-60 50 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Evaluation

MODULE CLUSTER Improving Pupil Instruction

MODULE Assessing Pupil and Curriculum Performance

I Purpose – Evaluation competencies enable the clinical teacher trainee to assess pupil and curriculum performance necessary for determining the effectiveness and efficiency of the strategy and for building the data base for improving instruction. The performance results in the successful completion of an individualized, negotiated, Master's program of studies containing CTT purposes, objectives, criteria, and resources necessary for their attainment.

The purpose of this Module is to provide the CTT with skills in assessing pupil and curriculum performance.

II Behavioral Objective – Performance

A) Module Outcome – (1) The CTT will calculate and write the pupil performance mastery level and compare achieved level to prestated desired mastery level. (2) The CTT will judge the acceptability of the achieved performance level and determine the implications for curricula revisions.

B) Assessment Context – Report of Performance Contract

C) Assessment Criteria – CTT's judgement in consultation with clinical professor's judgement.

III Instructional Resources/Options/Activities –

A) Course

(1) Intervention Seminar

B) Field

(1) Learning Resource Room in Local School

IV Sample Test Items –

A) Performances –

(1) Calculate the results of the performance contract and write a report containing your judgement of the acceptability of the performance and the implications for improving instruction.

REFERENCE SYSTEM EVA-61 100 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Evaluation

MODULE CLUSTER Improving Pupil Instruction

MODULE Designing Instructional Modules

I Purpose – (See Module EVA–60)

The purpose of this Module is to provide the CTT with skills in specifying needed revisions and designing instructional Modules.

II Behavioral Objective –

A) Module Outcome – (1) The CTT will write a needs assessment, draw conceptual model, sequence major knowledge and performance tasks, and specify objectives. (2) The CTT will design an instructional Module.

B) Assessment Context – (1) Paper (2) Module

C) Assessment Criteria – (1) and (2) Keyed to Resource listed below and satisfaction of the clinical professor.

III Instructional Resources/Options/Activities –

A) Readings –

(1) Drumheller, Sidney J. *Handbook of Curriculum Design for Individualized Instruction: A Systems Approach*, Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

(2) *Educational Technology*, XII, September, 1972 (Entire Issue on "Learning Packages").

(3) Houston, W. Robert et al. *Developing Instructional Modules*, Houston, Texas: University of Houston, 1972.

(4) Walter, Kenneth A. *Authoring Individualized Learning Modules: A Teacher Training Manual*, Kensington, Maryland: Project REFLECT, Montgomery County Public Schools, Report (No date).

IV Sample Test Items –

A) Write a needs assessment, draw conceptual model, sequence major knowledge and performance tasks, specify objectives, and design an instructional Module based upon the assessment of pupil and curriculum performance.

REFERENCE SYSTEM EVA-62 50 hrs.

PROGRAM Clinical Teacher Model for Interrelated Areas of Special Education, Department of Habilitative Sciences, College of Education, The Florida State University, Tallahassee, Florida 32306

COMPETENCY Evaluation

MODULE CLUSTER Improving Teacher Competencies

MODULE Designing an Individualized Master's Program

I Purpose – (See Module EVA–60)

This Module provides the CTT with the opportunity to improve his clinical teaching competencies by designing an individualized, negotiated, Master's program of studies, based upon the needs assessment from the field laboratory experiences.

II Behavioral Objectives – Performance

A) Module Outcome – The CTT will write a Master's program of studies.

B) Assessment Context – Master's Program of Studies

C) Assessment Criteria – Approved Master's Program of Studies based upon personalized needs assessment.

III Instructional Resources/Options/Activities –

A) Faculty

(1) Major Professor and other FSU Faculty.

B) Readings –

(1) FSU Catalog

IV Sample Test Items –

A) Design an individualized Master's program of studies, based upon a personalized needs assessment and obtain approval from supervising committee.